HIST 426 and POS 425, SEC 01
Research Seminar
Alvernia University, Spring 2025
TR 1:25 - 2:15 PM

⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.

⇒ **Office:** Francis Hall, 227

⇒ **Phone:** (610) 796-8355[1]

⇒ **Email:** nicholas.nicoletti@alvernia.edu

⇒ **Class Time:** Monday, Wednesday, and Friday 1:25 - 2:15 PM

⇒ **Room:** Bernardine Hall, Floor 1, Room 005

⇒ **Office Hours:** Tuesday: 11:00 AM - 2:00 PM and Thursday: 11:00 AM - 2:00 PM (Office Door is Always Open, Please Stop By)

1 Course Description

Credit Hours: 3 CR
Pre-requisites and Co-requisites: None
Course Format: Traditional/Face-to-Face that is Web-enhanced

This course will address the fundamental elements of research design and execution. It will culminate in a significant research paper. The course will cover an array of methodologies, emphasizing the decisions faced by researchers when designing and implementing a research design. In addition, the course will explore the skills employed in conducting research, including quantitative, qualitative, historical methodologies, and mixed-methods strategies. The course contents will include the skills utilized in various research designs, including interviewing, observation, survey design, content analysis, and statistics. In addition, we will cover problem and hypothesis formulation methods, data collection, and instrumentation. There will also be an emphasis on ethical issues in research using human subjects.

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[1]If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

1.1 Professor's Course Description

This course will address fundamental elements of research design and execution in the social sciences and history. The course will cover an array of methodologies, with an emphasis on the decisions faced by researchers when designing and implementing a research design. The course will be an exploration of the skills employed in conducting research, including historical narrative, quantitative, qualitative, and mixed-methods designs. We will cover research topics, research questions, writing a literature review, developing a theoretical framework, deriving testable hypotheses, various methods of hypothesis testing, data collection, and ethical considerations in research.

In the course of your college education research methods is one of the most important elements. Understanding research methods is vital for two reasons. First, you will need a basic understanding of research methods to understand the works in your field. Most scholarly articles from peer-reviewed journals follow a patter of analysis we call the *scientific method*. Generally, you will find that the authors have identified a puzzle or problem that they believe is important to explain or solve. This question is usually narrow in nature and guided by the extant research. Next, the author will develop an explanation which sheds light on the puzzle or attempts to solve the problem. These explanations can take the form of a framework, theory, or model. Frameworks are fairly abstract and general, while theories and models are more specific, often identifying *causal mechanisms*. Theories are stories about how the world works that usually take a causal form: X has a direct affect on Y. Or X directly affects Z, and Z directly affects Y, therefore X indirectly affects Y. Once an explanation has been established the author will then derive testable *hypotheses* or *observable implications* which would follow if the theory were to be correct. Finally, the author will choose an appropriate research tool (e.g. statistical model, experiment, quasi-experiment, qualitative case study, etc.) to test the hypotheses. This process is generally known as the *hypothetico-deductive model* or *scientific method*. While this is just one version of the scientific process, it is the one you will most commonly encounter in various scientific literatures.[2] The second reason research methods is vital to your education is because in order to conduct your own original research you need to understand the structure and tools necessary to produce valid and reliable conclusions.

2 Student Learning Outcomes and Objectives

Upon completion of this course, students will be able to:

1. Demonstrate the ability to analyze and evaluate scholarly research.
2. Demonstrate the ability to develop and defend conclusions using relevant research techniques, evidence, and reasoned argument.
3. Compare and contrast research designs with the ability to choose the proper design for a chosen research question/problem.

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[2]Other models of the scientific method include *model based inquiry*.

4. Demonstrate the ability to construct a literature review, develop a novel framework/theory/model to answer a research question, derive observable implications from the theoretical framework, and choose the proper research design and instrumentation to test the hypotheses appropriately.
5. Understand the ethical concerns with conducting research on human subjects and research methods in general.

3   Course Format

Face to Face Web Enhanced: This is a course that may deliver up to 30% of its content electronically.

See full details here: https://www.alvernia.edu/current-students/registrar/course-and-program-delivery-format.

4   Instructional Time

All courses must meet the federal direct and supplemental instructional time requirements. The Direct Instructional Time required for all courses is 14 hours per credit hour. The Supplemental Instructional Time required for all courses is an additional 30 hours per credit hour.

This course is scheduled as a face-to-face course with Direct Instructional in-seat classroom time equal to 39 hours and Direct Instructional equivalents of 3 hours. The Supplemental Instructional time is met through outside assignments included in the Course Schedule as updated over the term.

The Direct Instructional equivalencies are met through the The Collaborative Institutional Training Initiative (CITI Program) human subjects research training program. Students are required to complete the core Social and Behavioral Research Course. **This consists of 15 required modules and is estimated to take 3-6 hours to complete, with each module taking about 10-20 minutes.** These modules are equivalent to a lecture/slide cast on the material. Each module also culminates in an assessment quiz.

In the syllabus **Direct Instructional Time (DI Seat Hours)** is denoted for every single class meeting. **Supplemental Instruction (SI) hours** are denoted for readings, homework, and research assignments.

5   Required Course Materials

◊ Creswell, John W. and J. David Creswell. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 6th Edition*. Los Angeles, CA: Sage. ISBN:

9781071817940.

◇ TopHat Monacle Subscription - About $33 for the semester (depending on where you buy the code). To use this software you will need a mobile device such as, a laptop, tablet, smart-phone, or a cell phone with texting capabilities (Subscription card purchased at Bookstore or (online here).

◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Canvas. A "†" indicates that the reading is posted on Canvas. A "∀" indicates that the reading is in the physical Course Reserve in the library.

6   Recommended Course Materials

◇ Turabian, Kate L. and Booth, Wayne C. and Colomb, Gregory G. and Williams, Joseph M. and Bizup, Joseph and FitzGerald, William T. (2018). *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition*. Chicago: The University of Chicago Press.

◇ Presnell, J. L. (2013). *The information-literate historian: a guide to research for history students.* Oxford University Press.

7   Course Requirements and Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class and especially on the research proposal assignments.

Taking attendance is required by the university. Attendance will be taken regularly at the start of class. However attendance is not enough to earn participation credit. I expect that students participate in class. Participation is worth 10% of your final grade and *simple attendance is not good enough.* You are required to *answer* and/or *ask* questions during this class. Part of your participation grade will be calculated using the *Top Hat* online software. See the section on *Top Hat* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all**. Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for "Did I Read Today". D.I.R.T quizzes are given at the very beginning of class via the *Top Hat* system. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. I never allow makeup quizzes for any reason. Thus, there are consequences for being late.

Moreover, quizzes are not always comprised of the same number of points. Sometimes they are worth 1 point and other times they can be worth up to 3 points (see the Grading section for point worth). The number of points the quizzes are worth is not predestined - thus it is important to be on time and limit class absences. Please give the class and I the courtesy of refraining from perpetual late arrivals.

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, Snapchatting, Yik Yaking, Whispering, using any other computer application (mobile or otherwise), or typing assignments for other courses during this class. **Take the earphones out of your ears please.** Cell Phones should only be used for the Top Hat software. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussion Board" tab in Canvas, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address**. Students are expected to use their school email address when sending messages to the professor. I will NOT make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken in my class.

I expect a lot from students in my class, so you ought to expect something from me.

You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window (outside of holidays and weekends). *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible educator I can be. I will often ask for your feedback during the course and I take your input seriously.

7.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: nicholas.nicoletti@alvernia.edu
From: Your Email Address Here
Subject: Always Include a Subject Line with Your Class Title and Time of Day

Dear Professor Nicoletti,

Your message should be written here using complete sentences.

In addition to your message, you should also include the class you are enrolled in and the time that class meets.

Thank you (Or Other Valediction),
Jane/John Doe Student

8 Grading Policy and Grading Rubric

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 20 points can be earned from the two course Examinations. Up to 10 points can be earned from participating in class throughout the semester and participating in *Top Hat* participation questions. Up to 45 points can be earned by completing the Final Research Paper and the 4 Research Paper assignments. Another 5 points can be earned from completing the CITI Human Subject Training certificate. Finally, up to 5 points can be earned by completing the Final Presentation. This means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, by mid-semester students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simply divide 41 by 50 and multiply by 100: $\left(\frac{41}{50}\right) * 100 = 82$. This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could have possibly earned in the course. Thus, if you earned 75 points out 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade just like regular points

do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means that there was a possible 105 points that students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

* D.I.R.T. Quizzes on the Readings Due that Day worth 15% of the Final Grade.
* Literature Review Assignment worth 5 points, or 5% of your Final Grade.
* Theoretical Framework and Hypotheses Assignment worth 5 points, or 5% of your Final Grade.
* Significance and Purpose Assignment worth 5 points, or 5% of your Final Grade.
* Methodology Assignment worth 5 points, or 5% of your Final Grade.
* CITI Human Subjects Training Certification worth 5 points, or 5% of your Final Grade.
* Final Research Design Assignment (the above assignments edited, revised, combined, and formatted) worth 25 points, or 25% of your Final Grade.
* Final Presentation worth 5 points, or 5% of your Final Grade.
* Two Exams, worth 10 points each, for a total of 20 points, worth 20% of the Final Grade.
* Participation (TopHat): 10%.

9   Grading Distribution

Grading Scale

Undergraduate Grading Scale							Graduate Grading Scale		
A	94-100	C-	70-72	P	Passing Grade		A	4.0	94-100
A-	90-93	D+	67-69	I	Incomplete		A-	3.7	90-93
B+	87-89	D	63-66	WP	Withdrawal/Pass		B+	3.3	87-89
B	83-86	D-	60-62	WF	Withdrawal/Fail		B	3.0	83-86
B-	80-82	F	Failure	AU	Audit		B-	2.7*	80-82
C+	77-79						C	2.0	73-79
C	73-76						F		73 and below

10   Similarity Detection Software (Turnitin)

To prevent and detect plagiarism, I will require students to use similarity detection software (e.g. Turnitin) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on

the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software (including my class assignments from previous semesters). This software also analyzes your paper for the use of generative Artificial Intelligence (AI), also know as large language models (LLMs). When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. It does the same thing for generative AI. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

11   Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. Participation is worth approximately 10% of your grade. This will be a combination of your personal in-class participation and your participation in *Top Hat* exercises given during class.

11.1   TopHat Subscription

TopHat Monocle Software is a digital subscription for students that cost approximately $33 for the semester. The software allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text.

The first week of classes I will send each person an email inviting them to access the TopHat Software. When you receive the email please use the subscription code purchased in the bookstore to access and enroll in the course.

12   Alvernia Policies and Resources

Alvernia Policies are available in Canvas, **Syllabus Section**.

Alvernia Resources are available in the **Resources and Support Module**.

13   Course Schedule

13.1   Week 1: January 20 — 26, 2025

13.1.1   ⇒ Wednesday, January 22: Course Introduction [DI Seat Hours = 1]

⋆ Course Introduction and Administrative Review.
⋆ Acquire Textbook.
⋆ Acquire Access to Top Hat and Canvas.

13.1.2   ⇒ Friday, January 24: What is Science? What is the Process? [DI Seat Hours = 1]

⋆ Lecture on the Scientific Method and Literature Review.
⋆ Go to http://guides.library.vcu.edu/lit-review and review this short guide for writing a Literature Review. You will have to click on the different PDF documents to view and read them [SI Hours = 2].

Part One: Introduction to Research Design and Sources

13.2   Week 2: January 27 — February 2, 2025

13.2.1   ⇒ Monday, January 27: Paradigms/World-views and Research Approaches [DI Seat Hours = 1]

⋆ Creswell and Creswell, Chapter 1: The Selection of a Research Approach, pp. 3-24 [SI Hours = 2].
α Last Day to Add/Drop is 01/28/2025.

13.2.2   ⇒ Wednesday, January 29: The Historical Approach [DI Seat Hours = 1]

⋆ Presnell, Chapter 1: Historians and the Research Process, pp. 4-25 [SI Hours = 3].

13.2.3   ⇒ Friday, January 31: The Literature Review and Why it is So Important! [DI Seat Hours = 1]

⋆ Creswell and Creswell, Chapter 2: Review of the Literature, pp. 25-50 [SI Hours = 3].
⋆ Turabian, Chapter 3: Finding Useful Sources, pp. 25-37 [SI Hours = 2].

13.3   Week 3: February 3 — February 9, 2025

13.3.1   ⇒ Monday, February 3: The Introduction and Source Evaluation [DI Seat Hours = 1]

⋆ Creswell and Creswell, Chapter 5: The Introduction, pp. 107-122 [SI Hours = 2].

13.3.2 ⇒ Wednesday, February 5: Source Evaluation [DI Seat Hours = 1]

★ Presnell, Chapter 5: Evaluating Your Sources, pp. 104-111 [SI Hours = 2].
★ Research Guide Link. [SI Hours = 1]

13.3.3 ⇒ Friday, February 7: The Importance of a Theoretical Framework [DI Seat Hours = 1]

★ Creswell and Creswell, Chapter 3: The Use of Theory, pp. 51-78 [SI Hours = 3].

13.4 Week 4: February 10 — February 16, 2025

13.4.1 ⇒ Monday, February 10: Human Subjects and Ethical Considerations in Research [DI Seat Hours = 1]

★ Creswell and Creswell, Chapter 4: Writing Strategies and Ethical Considerations, pp. 79-104 [SI Hours = 2].

13.4.2 ⇒ Wednesday, February 12: Human Subjects Continued (Bring Your Laptop) [DI Seat Hours = 1]

★ History of Human Subjects Ethics, CITI, IRBNet, and the process.
★ Register and Begin the Humans Subjects Research Participants Training Through the *Collaborative Institutional Training Initiative* (CITI) Website (https://www.citiprogram.org/). This course will take approximately 3-6 hours to complete. The training is valid for 3-years after initial completion. After the 3-year mark, the refresher course will need to be completed for training to be good for another 3-years.

13.4.3 ⇒ Friday, February 14: The Philip Zimbardo Stanford Prison Experiment [DI Seat Hours = 1]

★ The Philip Zimbardo Stanford Prison Experiment.

Part Two: Modes of Observation and Research Design

13.5 Week 5: February 17 — February 23, 2025

13.5.1 ⇒ Monday, February 17: The Significance/Purpose Statement [DI Seat Hours = 1]

★ Creswell and Creswell, Chapter 6: The Purpose Statement, pp. 123-142 [SI Hours = 2].
√ **Literature Review Assignment is Due at Start of Class.** Upload your assignment to the Canvas Drop-Box with Turnitin [SI Hours = 8].

13.5.2 ⇒ **Wednesday, February 19: From Research Questions and Theory to Hypotheses [DI Seat Hours = 1]**

⋆ Creswell and Creswell, Chapter 7: Research Questions and Hypotheses, pp. 143-156 [SI Hours = 2].

13.5.3 ⇒ **Friday, February 21: Hypotheses Continued [DI Seat Hours = 1]**

⋆ Creswell and Creswell, Chapter 7: Research Questions and Hypotheses, pp. 143-156 [SI Hours = 2].

13.6 Week 6: February 24 — March 2, 2025

13.6.1 ⇒ **Monday, February 24: Measuring Variables for Quantitative Research [DI Seat Hours = 1]**

⋆ Babbie, Chapter 5: Conceptualization, Operationalization, and Measurement, pp. 124-135 [SI Hours = 2].†

13.6.2 ⇒ **Wednesday, February 26: Operationalizing Variables [DI Seat Hours = 1]**

⋆ Babbie, Chapter 5: Conceptualization, Operationalization, and Measurement, pp. 135-145 [SI Hours = 2].†

13.6.3 ⇒ **Friday, February 28: Reliability and Validity [DI Seat Hours = 1]**

⋆ Babbie, Chapter 5: Conceptualization, Operationalization, and Measurement, pp. 135-154 [SI Hours = 2].†

13.7 Week 7: March 3 — March 9, 2025

13.7.1 ⇒ **Monday, March 3: No Class, Spring Break!**

⋆ No Class, Spring Break!

13.7.2 ⇒ **Wednesday, March 5: No Class, Spring Break!**

⋆ No Class, Spring Break!

13.7.3 ⇒ **Friday, March 7: No Class, Spring Break!**

⋆ No Class, Spring Break!

13.8   Week 8: March 10 — March 16, 2025

13.8.1 ⇒ Monday, March 10: The Nature of Historical Knowledge [DI Seat Hours = 1]

⋆ Howell and Prevenier, Chapter 5: The Nature of Historical Knowledge, pp. 119-140 [SI Hours = 2].†

√ **Human Subjects Training Assignment is Due at Start of Class.** A copy of the certificate must be submitted to Canvas. You can print a certificate creating a PDF from the CITI website **[DI Seat Hours Equivalent = 6]**.

13.8.2 ⇒ Wednesday, March 12: The Nature of Historical Knowledge [DI Seat Hours = 1]

⋆ Howell and Prevenier, Chapter 5: The Nature of Historical Knowledge, pp. 140-150 [SI Hours = 3].†

13.8.3 ⇒ Friday, March 14: Midterm Exam [DI Seat Hours = 1]

√ In-class Midterm Exam.

13.9   Week 9: March 17 — March 23, 2025

13.9.1 ⇒ Monday, March 17: Non-Scientific Sampling and Random Sampling [DI Seat Hours = 1]

⋆ Babbie, Chapter 7: The Logic of Sampling, pp. 182-194 [SI Hours = 2].†

√ **Theoretical Framework and Hypotheses Assignment is due** [SI Hours = 5]. Upload your assignment to the Canvas Drop-Box with Turnitin.

13.9.2 ⇒ Wednesday, March 19: The Scientific Method of Sampling [DI Seat Hours = 1]

⋆ Babbie, Chapter 7: The Logic of Sampling, pp. 194-205 [SI Hours = 2].†

13.9.3 ⇒ Friday, March 21: Sampling Designs [DI Seat Hours = 1]

⋆ Babbie, Chapter 7: The Logic of Sampling, pp. 205-220 [SI Hours = 2].†

13.10   Week 10: March 24 — March 30, 2025

13.10.1 ⇒ Monday, March 24: Survey Design [DI Seat Hours = 1]

⋆ Creswell and Creswell, Chapter 8: Quantitative Methods, pp. 157-171 [SI Hours = 2].

13.10.2 ⇒ **Wednesday, March 26: Experiments [DI Seat Hours = 1]**

⋆ Creswell and Creswell, Chapter 8: Quantitative Methods, pp. 171-179 [SI Hours = 2].

13.10.3 ⇒ **Friday, March 28: Experiments and Validity [DI Seat Hours = 1]**

⋆ Creswell and Creswell, Chapter 8: Quantitative Methods, pp. 179-190 [SI Hours = 2].

Part Three: Testing Hypotheses with Quantitative Research Methods

13.11 Week 11: March 31 — April 6, 2025

13.11.1 ⇒ Monday, March 31: Quantifying Data and Central Tendency [DI Seat Hours = 1]

⋆ Babbie, Chapter 14: Quantitative Data Analysis, pp. 411-423 [SI Hours = 2].†
√ **Significance and Purpose Assignment is due** [SI Hours = 5]. Upload your assignment to the Canvas Drop-Box with Turnitin.

13.11.2 ⇒ Wednesday, April 2: Bivariate and Multivariate Contingency Tables [DI Seat Hours = 1]

⋆ Babbie, Chapter 14: Quantitative Data Analysis, pp. 423-431 [SI Hours = 2].†
α Last Day to Withdraw from a Class without an "F" is 4/4/2025.

13.11.3 ⇒ Friday, April 4: The Elaboration Model - Introduction to Multivariate Analysis [DI Seat Hours = 1]

⋆ Babbie, Chapter 15: The Logic of Multivariate Analysis, pp. 432-449 [SI Hours = 2].†

13.12 Week 12: April 7 — April 13, 2025

13.12.1 ⇒ Monday, April 7: Computer Lab Activity - Bring Your Laptop [DI Seat Hours = 1]

⋆ Computer Lab Elaboration Model Activity.

13.12.2 ⇒ Wednesday, April 9: Computer Lab Activity Continued [DI Seat Hours = 1]

⋆ Computer Lab Elaboration Model Activity continued.

13.12.3 ⇒ **Friday, April 11: Qualitative Methods and the Researcher [DI Seat Hours = 1]**

   ⋆ Creswell and Creswell, Chapter 9: Qualitative Methods, pp. 179-198 [SI Hours = 2].

   √ **Methodology Assignment is due** [SI Hours = 5]. Upload your assignment to the Canvas Drop-Box with Turnitin.

13.13   Week 13: April 14 — April 20, 2025

13.13.1 ⇒ **Monday, April 14: Qualitative Data Analysis and some Challenges [DI Seat Hours = 1]**

   ⋆ Creswell and Creswell, Chapter 9: Qualitative Methods, pp. 198-211 [SI Hours = 2].

13.13.2 ⇒ **Wednesday, April 16: Descriptive Statistics and Measures of Association [DI Seat Hours = 1]**

   ⋆ Babbie, Chapter 16: Statistical Analysis, pp. 451-456 [SI Hours = 2].

13.13.3 ⇒ **Friday, April 18: Easter Break, No Class!**

   ⋆ Easter Break, No Class!

13.14   Week 14: April 21 — April 27, 2025

13.14.1 ⇒ **Monday, April 21: Regression Analysis [DI Seat Hours = 1]**

   ⋆ Babbie, Chapter 16: Statistical Analysis, pp. 456-460 [SI Hours = 2].

13.14.2 ⇒ **Wednesday, April 23: Inferential Statistics and Other Multivariate Techniques [DI Seat Hours = 1]**

   ⋆ Babbie, Chapter 16: Statistical Analysis, pp. 460-485 [SI Hours = 2].

13.14.3 ⇒ **Friday, April 25: Finish Quantitative Analysis [DI Seat Hours = 1]**

   ⋆ Finish quantitative analysis.

13.15   Week 15: April 28 — May 4, 2025

13.15.1 ⇒ **Monday, April 28: Final Project Presentations [DI Seat Hours = 1]**

   ⋆ Final Project Presentations, Day 1 [SI Hours = 3 (for developing the presentation)].

   √ **Final Research Deign with all sections combined and edited is due** [SI Hours = 5]. Upload your assignment to the Canvas Drop-Box with Turnitin.

13.15.2 ⇒ **Wednesday, April 30: Final Project Presentations [DI Seat Hours = 1]**

    ⋆ Final Project Presentations, Day 2.

13.15.3 ⇒ **Friday, May 2: Final Project Presentations [DI Seat Hours = 1]**

    ⋆ Final Project Presentations, Day 3

13.16   Week 16: May 5 — May 11, 2025

13.16.1 ⇒ **Monday, May 5: Final Exam [DI Seat Hours = 2]**

    √ In-person Final Exam, Monday, May 5, from 3:00 - 5:00 PM.

References

Babbie, E. (2013). *The practice of social research* 13th *edition*. Belmont, CA: Thomson/Wadsworth.

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* 6th *edition*. Los Angeles, California: Sage.

Presnell, J. L. (2013). *The information-literate historian: a guide to research for history students.* Oxford University Press.

Turabian, K. L., Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2018). *A manual for writers of research papers, theses, and dissertations : Chicago style for students and researchers.* The University of Chicago Press.